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ABSTRACT

The Westchester County Employers Survey was done in May 2003 in order learn more about employee training needs, how they accomplished these needs, and how it would be possible for the Westchester Community College to fulfill these needs. Out of the 639 surveys sent, 145 were returned in a satisfactory format, which produces a 22.6% return rate. Each survey that was returned had the name, address, and contact information of the employer. Most employers (43.7%) agreed that training is needed for employees. The skills needed, in order of importance, are teamwork skills, reading, verbal fluency, writing, and computer skills. Most employers agreed that computer skills would play a large role in the future of the company further increasing the importance of computer training for employees. Employers indicated that they had a difficult time hiring employees that are skilled in basic and technical fields and expressed a willingness to work with community colleges in order to solve this problem. Therefore, the study concluded that the Westchester Community College could work in a mutually beneficial way with local businesses by training employees in those areas that are desired by the employers. Contains a copy of the Westchester Business Survey and 18 tables. (MZ)

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Westchester County Employers Survey

Westchester Community College

August, 2003

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Westchester County Employers Survey

Westchester Community College
August, 2003

In May 2003 a short survey (twenty-two questions) was sent to businesses, local governments and not-for profit agencies in Westchester county having 100 or more employees –639 in all. The names of these companies were obtained from the Westchester Department of Planning.

Purpose of Survey: The purpose of the survey was to learn more about their employee training needs, how they accomplished these training needs, and what role, if any, Westchester Community College might play in the future. Questions on methods of employee recruitment, skills required, and receptivity to working with the College also were included.

Those who contributed to the drafting of the survey included faculty from the Business and Marketing Department, the Dean of Math, Engineering, Physical Sciences and Technologies, and administrators from the Division of Continuing Education, and the College Community Relations Office. Previous business surveys conducted by the Westchester County Association, Lehigh County Community College, and the Center for Community Research at Suffolk Community College were also reviewed. A copy of the survey is included at the end of this report.

Methodology

It was recognized from the start that the most challenging aspect of the survey would be to assure a good response. Extra measures were taken, therefore, to increase the return rate. This included two follow-up mailings to non-responders (three mailings in all) and the use of telephone calls before a mailing to prompt cooperation.

The result was less than stellar, but nevertheless, usable. Out of the 639 surveys sent, 145 were returned in usable form producing a return rate of 22.6%. A look at the characteristics of the responders shows a relatively good distribution in a number of areas. For example, Table I shows that over two-fifths (42.3%) were *for-profit* businesses, over one-third (35.9%) were *not-for-profit organizations* and over one-fifth (21.8%) were local governments or governmental agencies.

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Table I - Type of Employer

Employer Type	No.	Pct.
For Profit	60	42.3%
Not for Profit	51	35.9%
Government	31	21.8%

Responses from different sizes of companies also were good. Table II shows that the largest percentage of respondents (40.8%) came from companies with 100 to 250 employees. Another 17.6% came from employers with 251 to 500 employees, and 15.5% from employers with over 1,000 employees.

Table II - Number of Employees

Employees	No.	Pct.
Below 100	16	11.3%
101 – 250	58	40.8%
251 – 500	25	17.6%
501 - 1,000	21	14.8%
Over 1,000	22	15.5%

In terms of the industry type, Table III shows that the largest percentage of responses (27.1%) came from the Health Care and Social Assistance industries.* Education (15.5%), Manufacturing (8.5%), and Public Administration (8.5%) were also well represented.

Table III - Industry Type *

Industry	No.	Pct.
Health Care and Social Assistance	35	27.1%
Other	21	16.3%
Educational Services	20	15.5%
Manufacturing	11	8.5%
Public Administration	11	8.5%
Finance and Insurance	4	3.1%
Accommodation and Food Services	4	3.1%
Other Services (except Public Administration)	4	3.1%

* The *International Standard Industrial Classification of All Economic Activities* was used for employer classification.

In terms of the length of time the employer has been in business, the vast majority of the respondents has been in business over 10 years (94.4%), as shown in Table IV.

Table IV - Length of Time in Business

Length of Time	No.	Pct.
Under 2 years	0	0.0%
From 2 - 5 years	4	2.8%
Over 5 but under 10 years	4	2.8%
10 years or over	135	94.4%

While all the surveys were addressed by name to the CEO, Table V shows that a substantial percentage of responses were completed by other staffers. Over one-fourth (27.4%) came from the CEO, one-fifth (20.0%) from the personnel officer, another one-fifth from a senior staff member, and 8.9% from the owner.

Table V - Position of the Respondent

Position	No.	Pct.
CEO	37	27.4%
Personnel Officer	27	20.0%
Senior Staff	26	19.3%
Owner	12	8.9%
Other	33	24.4%

Training Needs of Employers

The job skill which the highest percentage of employers ranked as *very important* (75.0%) was Team Work Skills. This high response was unexpected. It ranked higher than other more traditional labor skills such as Reading Skills (68.8%), Verbal Fluency (60.2%), Writing (57.1%) and Computer Skills (48.2%), as shown in Table VI. Working cooperatively as a team, therefore, is a skill that employers would like to see incorporated into the learning process along with reading, writing, verbal fluency and other skills.

Table VI - Importance of Various Work Skills

Skill	Very Important		Important	
	No.	Pct.	No.	Pct.
Team work Skills	105	*75.0%*	35	*25.0%*
Reading	95	*68.8%*	42	*30.4%*
Verbal Fluency	85	*60.7%*	51	*36.4%*
Writing	80	*57.1%*	54	*38.6%*
Computer Skills	68	*48.2%*	57	*40.4%*
Technical Skills	51	*37.5%*	66	*48.5%*
Math	45	*32.8%*	75	*54.7%*
Analysis/Criticism	41	*30.6%*	71	*53.0%*
Business Management	20	*14.6%*	82	*59.9%*

Over two-fifths of the employers (43.7%) indicated the need for employee training with regard to the skills listed in Table VI above. Over half (56.3%), however, were either *Not Sure* (15.6%) or did not feel training was needed (40.7%), as shown in Table VII, below.

Table VII - Training Needs for Employees

Training needed?	No.	Pct.
Yes	59	*43.7%*
No	55	*40.7%*
Not Sure	21	*15.6%*

Computer Skills: A follow-up question was asked specifically focused on computer applications and information technology skills. Employers were asked to rank the importance of fourteen different computer related skills with *essential* being the most important and *not used*, the least important. Over half (55.2%) ranked the ability to use *Word* as *essential*, with *Outlook* (45.2%), *Internet Usage* (40.5%) and *Excel* (38.1%) close behind, as shown in Table VIII. The computer skills most frequently sited as *not used* were C++ (53.0%), Java (50.9%), Bookshelf (47.4%) and Visual Basic (47.1%).

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Table VIII - Importance of Computer Skills Needed by Employees

	Essential		Important		Useful		Not Important		Not Used		Total
	No.	*Pct.*	No.	*Pct.*	No.	*Pct.*	No.	*Pct.*	No.	*Pct.*	No.
Word	74	*55.2%*	43	*32.1%*	14	*10.4%*	1	*0.7%*	2	*1.5%*	134
Outlook (e-mail)	57	*45.2%*	31	*24.6%*	21	*16.7%*	8	*6.3%*	9	*7.1%*	126
Internet Usage	53	*40.5%*	33	*25.2%*	29	*22.1%*	14	*10.7%*	2	*1.5%*	131
Excel	40	*38.1%*	55	*52.4%*	3	*2.9%*	5	*4.8%*	2	*1.9%*	105
Key Boarding	38	*30.6%*	41	*33.1%*	21	*16.9%*	13	*10.5%*	11	*8.9%*	124
Power Point	12	*9.4%*	38	*29.7%*	52	*40.6%*	18	*14.1%*	8	*6.3%*	128
Access	9	*7.3%*	29	*23.4%*	52	*41.9%*	21	*16.9%*	13	*10.5%*	124
Java	3	*2.6%*	4	*3.4%*	13	*11.2%*	37	*31.9%*	59	*50.9%*	116
Visual Basic	3	*2.5%*	5	*4.2%*	17	*14.3%*	38	*31.9%*	56	*47.1%*	119
Web Design Software	3	*2.4%*	10	*8.1%*	29	*23.4%*	42	*33.9%*	40	*32.3%*	124
QuickBooks	2	*1.6%*	8	*6.6%*	23	*18.9%*	38	*31.1%*	51	*41.8%*	122
Bookshelf	1	*0.9%*	7	*6.0%*	15	*12.9%*	38	*32.8%*	55	*47.4%*	116
C++	1	*0.9%*	4	*3.4%*	14	*12.0%*	36	*30.8%*	62	*53.0%*	117

Table IX shows responses to another follow-up question concerning the importance of various forms of computer technology to the future of their businesses. Almost three-fourths (74.5%) felt *Computer Technology* was *important*, and over half (53.0%) indicated *Internet Services* were *important*.

Table IX - Importance of Computer Technology to Future

	Important		Somewhat Important		Not Important		Not Sure		Total
	No.	*Pct.*	No.	*Pct.*	No.	*Pct.*	No.	*Pct.*	No.
Computer Technology	102	*74.5%*	28	*20.4%*	6	*4.4%*	1	*0.7%*	137
Internet Services	71	*53.0%*	39	*29.1%*	18	*13.4%*	6	*4.5%*	134
Interactive Software	54	*41.9%*	43	*33.3%*	23	*17.8%*	9	*7.0%*	129
New Media Software	30	*22.9%*	41	*31.3%*	42	*32.1%*	18	*13.7%*	131

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Training Methods Used by Employers

On-the-job-training is the most frequently used method that employers identified for training their workers. Over four-fifths of the employers (82.4%) indicated they used this method, as shown in Table X. However, over three-fourths (77.7%), reported using *In-House Customized Training*, while slightly less than half (45.9%) had used *Out-of-House Customized Training*. Over a third (36.2%) reported having used colleges and universities to help train their employees, and, specifically 18.0% had used Westchester Community College. Continuing Education courses have also proved to be a good source of training for these employers. Over two-fifths (44.3%) had used Continuing Education courses to train employees.

Table X - Training Methods and Resources

	Good		Fair		Poor		Not Used		Total
Type of Training	**No.**	***Pct.***	**No.**	***Pct.***	**No.**	***Pct.***	**No.**	***Pct.***	**No.**
On the job training	112	*82.4%*	15	*11.0%*	2	*1.5%*	7	*5.1%*	136
In-house customized training	101	*77.7%*	14	*10.8%*	1	*0.8%*	14	*10.8%*	130
Out-of-house customized training	56	*45.9%*	27	*22.1%*	4	*3.3%*	35	*28.7%*	122
Continuing education courses	51	*44.3%*	23	*20.0%*	1	*0.9%*	40	*34.8%*	115
Colleges and Universities (not WCC)	42	*36.2%*	18	*15.5%*	0	*0.0%*	56	*48.3%*	116
Internship programs	36	*30.0%*	20	*16.7%*	3	*2.5%*	61	*50.8%*	120
Industry Association Workshops	35	*29.4%*	16	*13.4%*	3	*2.5%*	65	*54.6%*	119
B.O.C.E.S.	24	*21.1%*	13	*11.4%*	4	*3.5%*	73	*64.0%*	114
Westchester Community College	22	*18.0%*	10	*8.2%*	3	*2.5%*	87	*71.3%*	122
Professional Dvlpmnt Center Programs	18	*15.9%*	13	*11.5%*	3	*2.7%*	79	*69.9%*	113
Cooperative Education Placement	17	*14.3%*	9	*7.6%*	2	*1.7%*	91	*76.5%*	119
Union programs	12	*10.3%*	14	*12.0%*	7	*6.0%*	84	*71.8%*	117
NYS Job Service/Dept. of Labor	12	*10.2%*	3	*2.5%*	6	*5.1%*	97	*82.2%*	118
Targeted Job Tax Credits	5	*4.4%*	2	*1.8%*	1	*0.9%*	106	*93.0%*	114
Private Industry Council	3	*2.6%*	5	*4.4%*	1	*0.9%*	105	*92.1%*	114
Empire State Development Corp.	3	*2.6%*	2	*1.7%*	1	*0.9%*	109	*94.8%*	115
NYS Dept. of Economic Development	2	*1.7%*	2	*1.7%*	2	*1.7%*	111	*94.9%*	117

Employee Recruitment

When it comes to recruiting new employees, the most frequently used method is *Referrals from Other Employees*. Over two-thirds (69.1%) reported using this method. Advertising in local newspapers is also frequently used. Over three-fifths (62.3%) reported using this method. *Word-of-Mouth*, (52.2%), *Advertising in Regional Newspapers* (38.8%) and *On-line Bulletin Board* (33.6%) were also used, as shown in Table XI below.

Table XI - Methods of Recruiting Employees

	Frequently		Sometimes		Never		Total
	No.	*Pct.*	No.	*Pct.*	No.	*Pct.*	No.
Referrals from employees	96	*69.1%*	39	*28.1%*	4	*2.9%*	139
Advertisement in local newspaper	86	*62.3%*	46	*33.3%*	6	*4.3%*	138
Word of mouth	70	*52.2%*	54	*40.3%*	10	*7.5%*	134
Advertisement in regional newspaper	52	*38.8%*	57	*42.5%*	25	*18.7%*	134
On-line bulletin boards	43	*33.6%*	35	*27.3%*	50	*39.1%*	128
Advertisement in trade publications	30	*22.9%*	61	*46.6%*	40	*30.5%*	131
High schools or colleges	24	*18.3%*	74	*56.5%*	33	*25.2%*	131
Government employment services	20	*15.2%*	34	*25.8%*	78	*59.1%*	132
Internships or Cooperative Education	19	*14.7%*	52	*40.3%*	58	*45.0%*	129
Employment agency/search firms	17	*13.3%*	61	*47.7%*	50	*39.1%*	128
One Stop Employment Centers	6	*4.8%*	15	*11.9%*	105	*83.3%*	126

According to the respondents, the most difficult type of employees to recruit are those in the *Professional/Managerial* category. Over three-fifths (61.2%) indicated that it was either *a real problem* or they were having *some difficulty* doing so, as shown in Table XII. Finding *Skilled Employees* (59.0%) and Technical Workers (50.0%) also presented a problem.

Table XII - Difficulty in Recruiting Certain Categories of Employee

	A Real Problem		Some Difficulty		Not a Problem		NA		Total
Type of Employee	No.	*Pct.*	No.	*Pct.*	No.	*Pct.*	No.	*Pct.*	No.
Skilled employees	23	*17.2%*	56	*41.8%*	47	*35.1%*	8	*6.0%*	134
Professional/managerial	19	*14.2%*	63	*47.0%*	47	*35.1%*	5	*3.7%*	134
Technical workers	13	*10.2%*	51	*39.8%*	42	*32.8%*	22	*17.2%*	128
Unskilled employees	5	*3.8%*	23	*17.7%*	70	*53.8%*	32	*24.6%*	130
Semi-skilled employees	5	*3.8%*	47	*36.2%*	60	*46.2%*	18	*13.8%*	130
Clerical workers	3	*2.3%*	42	*32.1%*	79	*60.3%*	7	*5.3%*	131

Relationships with Colleges

Almost half of the respondents (46.7%) indicated that they had some type of relationship with a college or a school either in recruiting employees, training them, or using student interns, as shown in Table XIII.

Table XIII - Relationships with Colleges or Schools

	No.	*Pct.*
Yes	64	*46.7%*
No	65	*47.4%*
Don't know	8	*5.8%*

Almost half of the respondents (49.3%) reported having employed WCC graduates. Another 41.5%, however, were not sure, as shown in Table XIV below.

Table XIV - Have Employed WCC Students?

	No.	*Pct.*
Yes	70	*49.3%*
No	13	*9.2%*
Not Sure	59	*41.5%*

Of those employers who reported having employed WCC students, over one-tenth (11.5%) reported they were *very well prepared,* as shown in Table XV. Almost half (47.7%) reported that they were *well prepared and* approximately one-fifth (21.8%) reported they were *adequately prepared.* Almost one-fifth (19.2%) reported that they had never employed a WCC graduate.

Table XV - Job Performance of WCC Graduates

Level of Preparedness	**No.**	**Pct.**
Very well prepared	9	*11.5%*
Well prepared	37	*47.4%*
Adequate	17	*21.8%*
Not well prepared	0	*0.0%*
Not prepared at all	0	*0.0%*
Have not employed a WCC student to my knowledge	15	*19.2%*

A number of the companies and organizations have sent their employees to Westchester Community College for training--17.2% to the main campus and another 6.7% to an off-campus site, as shown in Table XVI, below.

Table XVI - Sent Employees to WCC for Training

	No.	Pct.
Yes, to the main campus in Valhalla	23	*17.2%*
Yes, to one of the 11 Off-campus sites	8	*6.0%*
No	103	*76.9%*

Few, however, have participated in the Professional Development Center training programs. Only five percent (5.1%) reported they had done so, as shown in Table XVII.

Table XVII - Have Used Professional Development Center Services

	No.	Pct.
Yes	7	*5.1%*
No	130	*94.9%*

The fact that employers have not worked with WCC in the past, however, is no indication of what they might be willing to do in the future. Table XVIII shows that over four-fifths (82.4%) of the respondents would be willing to have *student internships at their place*. Almost four-fifths (79.7%) would also be willing to *provide speakers to the College*. Over three-fourths (77.1%) would allow faculty visits and tours, and 73.5% would allow *student visits to the work place*. For those students seeking employment, almost three-fourths (72.2%) also expressed a willingness to have *student employees*. Clearly the respondents show a willingness to work more closely with WCC, or with other educational institutions.

Table XVIII - Willingness to Participate in Educational Activities

	Yes		No		Total
	No.	Pct.	No.	Pct.	No.
Student Internships	103	*82.4%*	22	*17.6%*	125
Provide speakers to the school	94	*79.7%*	24	*20.3%*	118
Allow faculty visits and tours	91	*77.1%*	27	*22.9%*	118
Student visits to your work place	86	*73.5%*	31	*26.5%*	117
Student employees	83	*72.2%*	32	*27.8%*	115
Participate on a business advisory board	67	*60.4%*	44	*39.6%*	111
Provide materials and supplies	36	*35.0%*	67	*65.0%*	103

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Conclusion

Based on the results of this survey, it is reasonable to conclude that additional efforts to work with local businesses, local governments and not-for profit agencies would reap considerable benefits for both Westchester Community College and the employers. A good many of them have training needs for their employees, find it difficult to hire employees in the more skilled and technical fields, and expressed a considerable amount of willingness to work with the College in mutually beneficial ways.

Moreover, a large percentage of them indicated that computer technology would play an important role in the future of their companies—a field where the College excels. They also indicated a substantial need for training in the basics--reading, verbal fluency, writing, and math. That is a good fit for the College, too.

Each survey returned has the name, address, and contact of the employer. Perhaps the place to begin is with these respondents.

Prepared by Marcia M. Lee, Ph.D.
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August 5, 2003

Westchester Business Survey

Spring 2003

Westchester Community College

SUNY/WESTCHESTER
COMMUNITY COLLEGE
Valhalla, New York 10595-1698 (914) 285-6600

Below is a short survey (22 questions) designed to learn the training and educational needs of your employees. We are also interested in learning how you have accomplished these training needs in the past and what role, if any, Westchester Community College has played.

Please take approximately ten minutes of time to respond to each of the questions and return the completed survey in the enclosed, stamped envelope. Thank you.

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

CORRECT MARK ●
INCORRECT MARKS ✓ ✗ ◒ ◔

1. How would you classify your business?

- ○ Agriculture, Forestry, Fishing and Hunting
- ○ Utilities
- ○ Construction
- ○ Manufacturing
- ○ Wholesale
- ○ Retail Trade
- ○ Transportation and Warehousing
- ○ Information
- ○ Finance and Insurance
- ○ Real Estate and Rental and Leasing
- ○ Professional, Scientific, and Technical Services
- ○ Management of Companies and Enterprises
- ○ Administrative & Support & Waste Management & Remediation Services
- ○ Educational Services
- ○ Health Care and Social Assistance
- ○ Arts, Entertainment, and Recreation
- ○ Accommodation and Food Services
- ○ Public Administration
- ○ Other Services (except Public Administration)
- ○ Other _____ Please specify

2. Is your business:

- ○ For profit
- ○ Not for profit
- ○ Government

3. The approximate number of people employed by your company:

- ○ Below 100
- ○ 101 to 250
- ○ 251 to 500
- ○ 501 to 1,000
- ○ Over 1,000

4. How long have you been in business?

- ○ Under 2 years
- ○ From 2 to 5 years
- ○ Over 5 but under 10 years
- ○ 10 years or over

5. What is your position with the company?

- ○ Owner
- ○ CEO
- ○ Senior staff
- ○ Personnel officer
- ○ Other _____ Please specify

6. Parent company name (if applicable):

_____

7. What is the educational level of most of your managers?

- ○ High school or less
- ○ Associate Degree
- ○ B.A./B.S.
- ○ M.A./M.S.
- ○ Professional (lawyer, MBA, architect, M.D., Ph.D.)

8. What is the educational level of most of your non-managers?

- ○ High school or less
- ○ Associate Degree
- ○ B.A./B.S.
- ○ M.A./M.S.
- ○ Professional

9. Please rank the importance of each of the following skills for most of your employees.

	Very Important	*Important*	*Not Important*
Math	(1)	(2)	(3)
Writing	(1)	(2)	(3)
Reading	(1)	(2)	(3)
Computer Skills	(1)	(2)	(3)
Team work skills	(1)	(2)	(3)
Analysis/Criticism	(1)	(2)	(3)
Business management	(1)	(2)	(3)
Technical skills	(1)	(2)	(3)
Verbal fluency	(1)	(2)	(3)

10. Is training currently needed at your firm to address any of the skills previously noted?

- ○ Yes If Yes, please specify the type(s) of training needed

_____

- ○ No
- ○ Not Sure

11. Indicate the importance of the following computer applications and information technology skills needed by the employees of your company.

	Essential	*Important*	*Useful*	*Not Important*	*Not Used*
Word	(1)	(2)	(3)	(4)	(5)
Excel	(1)	(2)	(3)	(4)	(5)
Access	(1)	(2)	(3)	(4)	(5)
Power Point	(1)	(2)	(3)	(4)	(5)
Internet Usage	(1)	(2)	(3)	(4)	(5)
Outlook (e-mail)	(1)	(2)	(3)	(4)	(5)
Web Design software	(1)	(2)	(3)	(4)	(5)
QuickBooks (accounting software)	(1)	(2)	(3)	(4)	(5)
Bookshelf (encyclopedia software)	(1)	(2)	(3)	(4)	(5)
Key Boarding (typing)	(1)	(2)	(3)	(4)	(5)
Visual Basic (programming language)	(1)	(2)	(3)	(4)	(5)
C++ (programming language)	(1)	(2)	(3)	(4)	(5)
Java (programming language)	(1)	(2)	(3)	(4)	(5)

Other _____

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12. Indicate which of the following training resources your business has used and the level of satisfaction with each of them.

	Good	Fair	Poor	Not Used
On the job training	1	2	3	4
Westchester Community College (WCC)	1	2	3	4
In-house customized training	1	2	3	4
Out-of-house customized training	1	2	3	4
Union programs	1	2	3	4
NYS Dept. of Economic Development	1	2	3	4
Empire State Development Corp.	1	2	3	4
NYS Job Service/Dept. of Labor	1	2	3	4
Private Industry Council	1	2	3	4
Targeted Job Tax Credits	1	2	3	4
Colleges and Universities (not WCC)	1	2	3	4
B.O.C.E.S.	1	2	3	4
Professional Development Center Programs	1	2	3	4
Continuing education courses	1	2	3	4
Internship programs	1	2	3	4
Cooperative Education Placement	1	2	3	4
Industry Association Workshops	1	2	3	4

13. Indicate the three most common jobs needed by your firm and the primary skills required for each.

	Position	# Employees	FT/PT	Skill
1.				
2.				
3.				

14. How frequently have you used the following employee recruitment methods? (Mark ONE number for each recruitment method.)

	Frequently	Sometimes	Never
Referrals from employees	1	2	3
Word of mouth	1	2	3
Advertisement in local newspapers	1	2	3
Advertisement in regional newspapers	1	2	3
Advertisement in trade publications	1	2	3
On-line bulletin boards	1	2	3
Government employment services	1	2	3
High schools or colleges	1	2	3
Employment agency/search firms	1	2	3
Internships or Cooperative Education	1	2	3
One Stop Employment Centers	1	2	3
Other (specify) _____	1	2	3

15. Does your company have problems recruiting any of the following categories of employees?

	A Real Problem	Some Difficulty	Not a Problem	NA
Unskilled employees	1	2	3	4
Semi-skilled employees	1	2	3	4
Skilled employees	1	2	3	4
Clerical workers	1	2	3	4
Technical workers	1	2	3	4
Professional/managerial	1	2	3	4

16. How important are the following to the future of your business?

	Important	Somewhat Important	Not Important	Not Sure
Computer technology	1	2	3	4
Interactive software	1	2	3	4
New media software	1	2	3	4
Internet services	1	2	3	4

17. Is your business currently involved in a recruiting, training, or internship relationship with a college or any school systems?

○ Yes ○ No ○ Don't know

18. Has your business employed any graduates from Westchester Community College?

○ Yes
○ No
○ Not Sure

19. If yes, how would you evaluate the performance of the average WCC graduate working for you?

○ Very well prepared
○ Well prepared
○ Adequate
○ Not well prepared
○ Not prepared at all
○ Have not employed a WCC student to my knowledge

20. Have you ever sent any of your employees to Westchester Community College for additional training or retraining?

○ Yes, to the main campus in Valhalla
○ Yes, to one of the 11 Off-campus sites
○ No

21. Have you used the Professional Development Center at Westchester Community College to provide customized training for your employees?

○ Yes
○ No

22. Would your business be willing to participate in any of the following educational activities?

	Yes	No
Student visits to your work place	○	○
Student Internships	○	○
Student employees	○	○
Allow faculty visits and tours	○	○
Provide speakers to the school	○	○
Participate on a business advisory board	○	○
Provide materials and supplies	○	○

Name of Firm _____

Name of Chief Executive _____

Street Address _____

City _____ *Zip* _____

Phone _____

Name of Respondent _____

Title _____

E-mail _____

Phone _____

Fax Number of Firm _____

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